

population happens to be in the States of the Mountain and Pacific time zones. Twelve of the 15 fastest growing States are in the West. In the West we have an average growth in our student population of 7 percent, where in the East, the average growth is a negative 2.6 percent. Ten of the 13 States with the highest teacher-student ratio are also in the West. And as the map that I am looking at right now shows, as far as growth in expenditures per pupil, 12 of the 15 slowest-growth States also happen to be in the West. The amount of money increased to public education for funding of students in the East was 57 percent. In the States of the West, it was half of that, at only a 27 percent rate.

Now, the question we should ask is, Why are these red States in here that are all encompassed in the West, why are they growing so slowly? It is not because we are not taxing our people. Indeed, the tax rate for both local and State governments in the West is actually higher than what it is in the East. It is not because we are not trying to present our portion of the budget for education. In my State of Utah, 42 percent of the budget goes to public education. If we add higher education, then it is up to almost 65 percent of the budget.

The reason for it is very simple, and it deals with this particular chart. What it means is that land and property tax driven by land propel local governments and school funding, and also income brought from property propels local government and school funding. The bottom line is, as we look at this map, the West land is taken from and controlled by the Federal Government. The blue areas within each of these States represent the portion of that State which is controlled by the Federal Government; and thus, the land is taken off the property tax rolls.

The State of Maine has a whopping .8 percent controlled by the Federal Government. New York has .3 percent. The large State of Texas, and it was smart when it became a State because they kept their own debt, but they also control their own land, only 1.5 percent is controlled by the Federal Government. But of the States in the West, every one of them has at least 25 percent of their land controlled by the Federal Government, and the States with over half of their land controlled by the Federal Government are, once again, all found in the West. The States of California and Arizona, Wyoming have 40 percent of their land controlled by the Federal Government. Oregon is 50 percent. Idaho and Alaska are 62 percent. My State is 65 percent, and 83 percent of Nevada is owned and controlled by the Federal Government and off the tax rolls. On average, 52 percent of the West is owned by the Federal Government compared to only 4 percent of the East.

Now, the bottom line for that means we simply do not have the resources to fund our education system accurately

and we are falling behind other States, and it is an unfortunate concept. There are several different ways in which that happens.

When these States were entered into the Union, there was an enabling act which provided for this unfairness to be rectified. That has yet to take place, as the Federal Government has changed its policies towards land, and we are now talking about an amount of land that has a value of close to \$14 trillion. Secondly, no property tax can be generated from those lands. If we average the acreage at merely \$500 per acre and compare that with the tax rate that this land could have generated, these Western States should have been generating \$4 billion, which could be used to fund education in the West.

Now, the Federal Government recognizes that because we have a program called PILT, Payment in Lieu of Taxes, in which the Federal Government will compensate Western States. The problem is, what happened in the year 2001, this land should have generated \$4.2 billion. The Federal Government compensated these States to the tune of \$165 million in the PILT program, and all of this money is going to governments that were local and, once again, not to education.

The bottom line, Mr. Speaker, as we will be talking about at some time in the future is students in the West should be afforded an equal, an equal education opportunity, and they are not. This land is controlled by all of us, and we are saying all of us should be paying for the benefit, because students in the West are still being disproportionately affected unfairly.

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from the District of Columbia (Ms. NORTON) is recognized for 5 minutes.

(Ms. NORTON addressed the House. Her remarks will appear hereafter in the Extensions of Remarks.)

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Michigan (Mr. CONYERS) is recognized for 5 minutes.

(Mr. CONYERS addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Indiana (Mr. CHOCOLA) is recognized for 5 minutes.

(Mr. CHOCOLA addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Ohio (Mr. KUCINICH) is recognized for 5 minutes.

(Mr. KUCINICH addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Michigan (Mr. SMITH) is recognized for 5 minutes.

(Mr. SMITH of Michigan addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

CONTINUATION OF THE NATIONAL EMERGENCY WITH RESPECT TO IRAN—MESSAGE FROM THE PRESIDENT OF THE UNITED STATES (H. DOC. NO. 108-173)

The SPEAKER pro tempore laid before the House the following message from the President of the United States; which was read and, together with the accompanying papers, without objection, referred to the Committee on International Relations and ordered to be printed:

To the Congress of the United States:

Section 202(d) of the National Emergencies Act (50 U.S.C. 1622(d)) provides for the automatic termination of a national emergency unless, prior to the anniversary date of its declaration, the President publishes in the Federal Register and transmits to the Congress a notice stating that the emergency is to continue in effect beyond the anniversary date. In accordance with this provision, I have sent the enclosed notice, stating that the Iran emergency is to continue in effect beyond March 15, 2004, to the Federal Register for publication. The most recent notice continuing this emergency was published in the Federal Register on March 14, 2003 (68 Fed. Reg. 12563).

The crisis between the United States and Iran constituted by the actions and policies of the Government of Iran, including its support for international terrorism, efforts to undermine Middle East peace, and acquisition of weapons of mass destruction and the means to deliver them, that led to the declaration of a national emergency on March 15, 1995, has not been resolved. These actions and policies are contrary to the interests of the United States in the region and pose a continuing unusual and extraordinary threat to the national security, foreign policy, and economy of the United States. For these reasons, I have determined that it is necessary to continue the national emergency declared with respect to Iran and maintain in force comprehensive sections against Iran to respond to this threat.

GEORGE W. BUSH.
THE WHITE HOUSE, March 10, 2004.

HIGHLIGHTING UNSTEADY BUSH BUDGET POLICIES RELATING TO AFRICAN AMERICANS

The SPEAKER pro tempore. Under the Speaker's announced policy of January 7, 2003, the gentleman from Maryland (Mr. CUMMINGS) is recognized for 60 minutes as the designee of the minority leader.

Mr. CUMMINGS. Mr. Speaker, I rise today to highlight the unsteady budget